

Two@aTime project

LEADER GUIDE





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WHY TWO@ATIME?

The Two@aTime Project will help participants discover the value of widening their perspectives by putting down their phones and having face-to-face conversations with people who are different than them.

Today we are a country divided in many ways. Young people desperately want to find a way to voice their opinions and participate in conversations and solutions, but they don't know how. They live in a culture where online news feeds, Twitter rants and other social media messages are valued more highly than face-to-face conversations. The Two@aTime Project is designed to change that.

The Two@aTime Project will show young people the value of widening their perspectives by putting down their phones and having non-judgmental, face-to-face conversations with people who are different than them...people who are of different races or ethnicities and have different opinions, beliefs, and experiences. By having

these safe face-to-face conversations, participants, whom we will call Team Members, will gain a greater understanding of each other by learning to listen, ask good questions, appreciate each other, show empathy, and ultimately find common ground.

When young people are empowered to communicate effectively in tough situations they build confidence in themselves and begin to see how their voices matter and can make a difference. As the Team Members develop new skills, they will open up to new opportunities and expand what they see as possible. The Two@aTime Project will inspire its participants to become change agents in their families, clubs, and communities.

WHAT THE TWO@ATIME PROJECT IS NOT...

The Two@aTime Project is not designed to change a Team Member's values, beliefs or points of view. The Two@aTime Project is designed to help young people see the value of widening their perspectives and adding to their current body of knowledge, skills, and experiences.

HOW IT WORKS

The challenge: Looking down instead of looking up

Every day young people are being taught that communicating with others is done through social media and texting on their phones. Communicating through technology has its advantages, but it also has some downsides. When social media and texting are the only forms of communication that a young person uses, it can prevent them from learning and practicing the skills necessary to speak and share ideas face-to-face, eye-to-eye with other people. If young people only use technology to communicate, they will never realize the benefits of face-to-face conversations and the benefits of building personal connections, especially with people who are different than them.



The Solution: Two@aTime conversations!

The Two@aTime Project uses the power of social modeling to motivate and increase the power to change. The Two@aTime Project is built on a dynamic video series that includes a cast of diverse young people. Team Members will see the young cast members in the videos put down their phones, sit face-to-face, and have productive and interesting conversations with each other. By identifying with a cast member the Team Members will see young people just like themselves use new skills and succeed in having challenging conversations. This will give them the confidence and courage to sit down with someone who is different and have their own conversations.

The Two@aTime Project will also offer activities that allow Team Members to master their new skills and experience growth and personal success. Each Two@aTime session will provide the participants with small wins that create momentum toward positive change.



PREPARING TO LEAD THE TWO@ATIME PROJECT

The Two@aTime Project is made up of 6 sessions of approximately 1 hour each. Each session includes a video, a lesson, activity, and journaling. The videos and accompanying sessions will build on each other and culminate in an exciting final group activity in session 6.

Videos: It will be necessary to have a large monitor/screen that has internet access. Videos will be available for play on the Two@aTime Youtube channel and each show's link will also be provided in the session guide. The Two@aTime videos are designed to look like a television reality show. The Two@aTime Project has selected a cast of 8 young adults (non-actors) who are very different from one another. It is important to help your Team Members get to know each of the cast members in the videos. The Two@aTime Project video series is based on the science of social modeling. When people see someone similar to themselves try and succeed at something that is new, it increases their belief that they can succeed as well! With that in mind, please take the time to Meet the Cast so that you are familiar with each cast member and can help your Team Members get to know them.

Sessions: The Two@aTime sessions will allow Team Members to reflect on the videos in a safe environment. The Team Members will also learn new skills and

have opportunities to test them out in Two@aTime conversations or group conversations of their own. The Team members will also participate in engaging activities that support the session and skills. Take the time to review the sessions found on the Two@aTime website and become familiar with the Outcomes expected for each session.

Verbal signposts: In order to help Team Leaders navigate the sessions easily, we have created prompts that will be underlined in green. The prompts are examples of what to say at important times throughout the session. This will help make sure that the outcomes for each session will be achieved.

Activities: The Two@aTime Project is designed to be easy to implement! At the beginning of each session, there is a list of supplies that will be needed for that session. Any additional handouts will be available as printable downloads in the Activities/ Downloads section of each session guide.

White Envelope Journal: Each participant will receive a white envelope with three sheets of paper. This will act as their personal journal that they will write in at the end of each session. Prompts will be provided at the end of each session under *Closing Credits*. Lined notebooks or composition notebooks can be used as well.



TIPS FOR SUCCESS

WHAT MAKES A SUCCESSFUL TWO@ATIME TEAM LEADER?

All Team Leaders will have their own views and opinions on the topics discussed in the videos. That is to be expected! But for Team Leaders to have the most success with their group, it is important for them to focus on the skills and activities outlined in the session plan. If executed correctly this will be an open forum of ideas and thoughts as well as a positive learning environment. As a leader, please set aside judgments and personal agendas. Focusing on listening for understanding and showing appreciation for all perspectives must be modeled by the Team Leaders. Please take the time to become familiar with the *Words to Know* section and practice using these skills in your daily life.

Autonomy is important! So what is autonomy? It is when a person feels a sense of independence and is encouraged to be themselves. The Two@aTime Project suggests that each of the Team Leaders see themselves as working in a partnership with their youth participants and not acting

like experts or teachers. This coaching style of leadership will allow the Team Members to feel ownership of the program and feel good about their own growth and successes.

CREATING A SUPPORTIVE AND SAFE SPACE FOR ALL TEAM MEMBERS

The Two@aTime Project is designed to be a positive and empowering experience. Throughout the Two@aTime Project Leaders will often be navigating their Team Members through tough topics that could elicit strong opinions, memories, and experiences. In the second session, Team Members will have the opportunity to create their own group guidelines. This will be a list of “rules” that everyone in the group agrees to follow. Have the group develop their

list of guidelines, give the list a meaningful name, and put the agreed-upon rules on a poster board that will be front and center at each Two@Time session. This list will be important to refer to when different points of view are being expressed by Team Members.

Each Leader should be aware of any support systems that your organization or school has in place in case a Team Member needs extra help or needs someone they can talk with further outside of the designed session. Each Leader should have strategies in place in advance of each session in case a Team Member needs additional safe and respectful direction.

EXAMPLE:

We agree to:

Respect everyone's opinions

Not interrupt each other

Speak up if we are feeling uncomfortable

Not yell or speak in a loud voice

MORE TOOLS FOR SUCCESS

WHAT IS YOUR NUMBER?

The use of **rulers** is a creative way for Team Members to think out loud and explore their readiness, willingness, and ability to try out new skills. It is our hope that all Team Members will become comfortable with deciding on and sharing "their number". This will allow them to quantify feelings that may not be easy to express in words. When Team Members feel comfortable sharing "their numbers" it allows them to become more comfortable with self-evaluation and the fun that comes with discovering new skills.

THE RED BASKET

In the Two@Time videos, the cast members are asked to put their cell phones in a Red Basket. If the Team Leaders choose to use the Red Basket concept, be sure to allow your Team Members to discuss their feelings, emotions, and the challenges they face when giving up their phones for the session's duration.

EXAMPLE:

Team Leader: "On a scale of 1-10 how willing are you to put down your phone and talk with someone face-to-face?"

Team Member: "4!"

Team Leader: "4! That is great! Thanks for sharing that! Let's brainstorm...What could you do to make your number 4 a number 6?"



WORDS TO KNOW

Empathy Putting yourself in someone else's shoes. Looking at things from another person's vantage point and experiences.

Active listening Giving another person your full and undivided attention by stopping what you are doing and looking at them. Being focused on what they are saying and listening for the facts they are communicating as well as the feelings and needs behind the facts.

Open-ended questions Questions that can not be answered quickly with a yes or a no and instead get the other person telling a story. Example: "Tell me about your family."

Respect A feeling or understanding that someone or something is important and should be treated appropriately. Respectful treatment of another should include: listening without interrupting, looking at them, not raising your voice, showing appreciation.

Goodwill A kind, helpful, or friendly feeling or attitude.

Appreciation The ability to understand the worth, quality, or importance of another person. Looking for what is best in another person and acknowledging it.

Common Ground When people look for what they have in common and seek to discover their shared interests, experiences, values, beliefs and strengths.

Brainstorming The generating and free-flowing of ideas without any censorship or judgment. Brainstorming allows individuals to feel confident to share big, bold, and wild ideas without the fear of being wrong.

Rulers/scales Rulers or scales are tools used in Motivational Interviewing. The Two@aTime Project uses Rulers to allow people to quickly assess how they are feeling about trying something new. A Team Leader can ask... "On a scale of 1-10 how willing are you to...", "On a scale of 1-10 how confident are you in...", or "On a scale of 1-10 how ready are you to try..."

Social Modeling Social modeling, is a theory developed by Albert Bandura that states we can learn behavior by observing the actions of others. By watching someone similar to oneself work hard and succeed at something new, a person can increase their own belief that they too can succeed.

Autonomy A state of independence. Acting from your own choice and not feeling pressure to act or feel a certain way.

TWO@ATIME SESSION OUTCOMES

Session 1: What Is Your Number?

Team members understand the Two@aTime conversation and how it is different from texting and social media posts. Team members reflect on their own social media use and give a benchmark number that represents how comfortable they currently are with having face to face conversations with people who are different from them. Lastly, Team members explore the importance of active listening.

Session 2: Questions Unlock Stories

Team members discover what makes a great question and how questions are keys that unlock a person's story. They compare different types of questions and learn to ask open-ended questions and use active listening skills. Team members discuss the importance of open-ended questions when getting to know someone who has a different background and perspective than themselves.

Session 3: Common Ground

Team members describe their own experiences asking open-ended questions. They understand the differences between focusing on how people are different vs. how they are alike. Team members learn how to seek common-ground in Two@aTime conversations and why it is important when building relationships and solving problems. Lastly, they identify the importance of using open-ended questions and active listening while seeking common-ground.

Session 4: The Gift of Empathy

Team members describe their own experiences talking with people they would normally overlook. They learn about empathy and why it is a critical social skill to have and its importance in Two@aTime conversations. Team members discover how to recognize body language and verbal cues and experiment with connecting feelings and needs to these cues. They learn to walk in the shoes of another person through empathy.

Session 5: The Power of Appreciation

Team members acknowledge that people will always have opinions and disagreements. They learn that different opinions are valuable but can at times create conflict that stops conversations. Team members learn the power of appreciation and how intentionally looking for and pointing out the good in a person can create a positive energy that is contagious. They experiment with appreciating people they disagree with.

Session 6: Give It A Try!

Team members celebrate their accomplishments and reflect on how their new communication skills will affect their lives moving forward. Team members will have a chance to pair up with a classmate who they want to get to know better and have a Two@aTime conversation of their own. Team members will also create their own spoken word that represents what they have learned in the Two@aTime Project.

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TWO@ATIME CAST BIOS



Tori, age 22

Tori is energetic and outspoken. She loves to joke, have fun and she always does her best to make people around her feel happy. She enjoys acting and being in skits. Her black mother and white father have given her a strong foundation as a “brown girl”. Being multi-racial she has also struggled with where she fits in. Changing her personality to fit into different racial peer groups is exhausting for her. Often feeling unconnected and unaccepted, she decided to face this challenge head on by making her own path. She has grown in leaps and bounds and now boldly reaches out to all races and ethnicities by having open and meaningful conversations with anyone who will engage. Tori believes that conversations about race are difficult and often avoided by her peers. She believes that this needs to change if race issues are to be solved. She desires to become a leader and encourage others to do the same. She says it just requires taking that first step and getting over whatever fear might be holding you back.



Raymark, age 24

Raymark is shy and soft spoken. He came from the Philippines when he was 5-years old with his mother and brother. He did not speak English and desperately missed his father who stayed in the Philippines. Not having a father in his life has been very hard for him. When he was young, he was often lonely and confused. He often felt scared when dropped off at elementary school. As a teen he fell into the wrong peer group and got caught with drugs. He was then sent to an alternative school. At his new school he made a choice to turn his life around. He had a strong inner desire to achieve and despite having very little money or resources, he finished high school and then set out to create his own business. Without the money for college he learned how to create and run a business by learning online. He now has a small social media and management company. He says he finally feels self-fulfilled, free and at peace with himself.



Jonah, age 23

Jonah is thoughtful and introspective. He loves the outdoors and he especially loves to sail boats. He did not have the money to own a sailboat, so he worked at a boat dock and gave sailing lessons to kids. Jonah has faced many challenges in his family life, but his family has always worked to stay strong and be together. He has a heart to serve others and contribute something positive to the world. Jonah is currently concerned with the division he sees in our country and wonders how he can help. He is concerned that his point of view, as a young white male, will not be accepted. This fear of not being accepted has stopped him from having many conversations and he is looking forward to having courageous conversations on the Two@aTime show with someone who is very different than himself. Jonah hopes to be a missionary someday.



Precious, age 20

Precious is insightful and creative. She grew up in South Florida with her mother who is Jamaican, and her father who is Nicaraguan. Her dream is to create a cosmetic line that celebrates diversity. She loves all kinds of art and plays sports. While growing up she experienced prejudice on many fronts and struggled with low self-esteem. Because of her mixed race and the differences in her two cultures, she had to navigate two sets of friends and always had to change the way she acted to fit in. In the show she says she felt like a “chameleon” needing to change the ways she acted and spoke depending on the set of friends she was with. Most of the time she felt like she was an outsider with nowhere to really fit in. As a young adult she finally feels more confident in herself. She wants everyone to celebrate their uniqueness and to believe in themselves.



Rodney, age 18

Rodney is confident. At a young age he was inspired by his mother, who even though she got pregnant at a young age, worked hard to become a police officer. Rodney credits his Mom for making him the man he is today. She taught him the value of perseverance as well as teaching him to remember who he is and how he got there.

Rodney worked hard and became the 1st black Student Council President at his high school. He’s also a leader in his community and believes strongly that it takes courage to sit down with someone who has different beliefs than you and have a good conversation. He believes that many people are afraid to talk about race because they fear saying the wrong thing. Rodney is determined to pursue his own dreams and not be stopped by anyone or anything. His ultimate dream is to be an advocate, be a part of a non-profit for social justice or make a difference as an attorney or in politics.



Kamiyah, age 22

Kamiyah loves to meet others and has a very diverse group of friends. But it has not always been that way. She was very quiet and shy growing up and had to work to make new friends. Kamiyah realized that being shy would never serve her in her life and became determined to do something about it. Her biggest growth came as she dealt with her shyness by becoming involved with pageants. Competing in pageants helped her find her confidence and now she uses that confidence to help others. Kamiyah will be the first in her family to graduate from college and start a business. Kamiyah volunteers in the Boys & Girls Club teen center in her hometown. In life she tries to encourage and help young people to see that no one can stop them from their dreams especially if they are passionate and seek help from others like them who have overcome and succeeded.



Derrian, age 24

Derrian is kind, humble and loves football. He is currently in college pursuing a degree in Criminal Justice and playing football for his college team. In his off time he works at the Boys & Girls Clubs as a Team Leader! Derrian has faced many challenges in his life. He was raised without his father and struggled to find male role models. He worked hard to stay out of trouble and stay in school. As a black male, Derrian has experienced racism and wonders why he is judged by people who do not know him personally. Acts of racism have been hard on him emotionally and he has had to work to stay positive and focus his attention on his education and helping others.

Derrian says that church is what really changed him. His mother, who he calls “Super Mom”, instilled in him a strong faith. Derrian has never been out of his hometown or on a TV show! This is all new to him and he is both nervous and excited.



Madison, age 22

Madison has a large family with three siblings who are all close in age. Being in a big family has had its challenges. She has had to share everything! She was homeschooled all her life. Her mother was her teacher and her brothers and sister were her schoolmates. Because of being homeschooled she had to learn to venture out and make new friends. She is very open-minded and loves to talk! She often gets frustrated with others when they aren't as open minded as she is. She does not understand why we all can't get a long with each other. Madison struggles with self-doubt and tends to compare herself to others. She often wonders if her ideas and opinions really matter. Madison has a strong desire to make a difference in her community, but is still trying to figure out how. She loves her family, but is looking forward to being out on her own and seeking adventure.